

# School Accountability Report Card

## Reported Using Data from 2009-2010 School Year

*Published During 2010-2011*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### II. About This School

#### **Contact Information (School Year 2010-2011)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	Yuba County Special Education	<b>District Name</b>	Yuba County Special Education
<b>Street</b>	935 14 <sup>th</sup> Street	<b>Phone Number</b>	530-749-4900
<b>City, State, Zip</b>	Marysville, CA 95901	<b>Web Site</b>	<a href="http://www.yuba.net">www.yuba.net</a>
<b>Phone Number</b>	530-749-4871	<b>Superintendent</b>	Scotia Holmes Sanchez
<b>Principal</b>	Sally Sokoloski	<b>E-mail Address</b>	scotia.sanchez@yubacoe.k12.ca.us
<b>E-mail Address</b>	sally.sokoloski@yubacoe.k12.ca.us	<b>CDS Code</b>	

## School Description and Mission Statement (School Year 2009-2010)

This section provides information about the school, its programs, and its goals.

The Yuba County Office of Education has a mission of providing opportunities and programs that will improve the quality of life for our children. The programs described in this document are developed and delivered with the intent of preparing those with unique needs with the knowledge, skills and attitudes that will establish their journey and empower them to realize their full potential. We focus on effective, high quality, cost efficient delivery of County, State and Federal programs and services. Our staffs, parents and community share a commitment and responsibility to provide opportunities that meet the needs of individual students, regardless of their disability. Services are provided to special education students aged 3-21 and eligible infants with visual impairments in appropriate settings. Preschool aged special education students are served at Goldfield School in Olivehurst, Bridges Preschool on the Lone Tree Campus and Connections Preschool in the Plumas Lake School District. Students with moderate/severe disabilities are served at Virginia School in Wheatland, Spring Valley School in Loma Rica, Agnes Weber Meade on the Kynoch Campus, Cobblestone Elementary Campus, Rio Del Oro Elementary Campus, Bear River Intermediate campus, Wheatland High School, Marysville High School and Yuba College Campus. Students with visual impairments are served through Anna Bell Karr School and in classrooms at their school of residence. Adapted Physical Education and Speech and Language Therapy services are provided to eligible students attending COE regional programs and district school sites county-wide. The Yuba County Office of Education serves Camptonville Union School District by providing specialized academic instruction, nursing and psychological support services.

## Opportunities for Parental Involvement (School Year 2009-2010)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents are a vital part of the education process. Through the Special Education Local Plan Area (SELPA), parent and agency representatives meet monthly as the Community Advisory Committee. Topics at meetings include community events, special education law, training opportunities, local issues and concerns, and political awareness. The themes of parent suggested monthly presentation topics included: Surrogate parents, Disability Awareness Month, transition information, FRC information, STAR and CAPA testing, mental health and FICS update, Regional Center updates and special needs trusts. The SELPA and YCOE staff were also involved in planning and implementation of a Bi-County Autism Awareness Fair which was held in April 2010. The Family Resource Center Program Facilitator distributes information, provides support and plans activities for families of children with special needs aged 0-3. Grant support through the Children and Families Commission has enabled the center to expand services to children aged 3-5 and to assist with the provision of gas cards for families who must travel out of the area for medical appointments for their special needs child. In addition, the FRC provided parent training opportunities in the areas of language development, self-help, early literacy and transition from infant to preschool programs. The Yuba County Office of Education also participates in a wide variety of community events to provide resources and disseminate information regarding special education program eligibility and services. Student programs are designed to include community based instruction opportunities. Partnerships between parents, schools, agencies, business and community members provide an umbrella of services and opportunities for persons with special needs from birth through age 22. Ultimately, students have a higher level of independence and productivity because of the linkages created by parent, school and community involvement.

## Student Enrollment by Grade Level (School Year 2009-2010)

This table displays the number of students enrolled in each grade level at the school. This information does not include students in preschool programs, or college aged students in moderate/severe regional programs.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	12	Grade 8	6
Grade 1	13	Ungraded Elementary	
Grade 2	8	Grade 9	2
Grade 3	16	Grade 10	8
Grade 4	6	Grade 11	6



### III. School Climate

#### School Safety Plan (School Year 2009-2010)

This section provides information about the school's comprehensive safety plan.

The Yuba County School Safety Plan was reviewed in September 2010, with the Advisory Committee and Certificated Managers. Site administrators plan monthly drills and meetings to discuss safety issues and plan implementation. Ongoing review of the Safety Plan and site related issues are addressed by each program.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	6.5	11	11	15.3	27.3	39
<b>Expulsions</b>	0	0	0	0	0	0

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The YCOE Maintenance Department works closely with the administrators of each special education site to ensure that maintenance projects are completed in a timely manner and that school facilities are maintained adequately for cleanliness, safety and appearance. Staff maintains the grounds, landscaping at the sites and cleans the facilities on an assigned schedule. Repairs when necessary are completed in a timely manner. Emergency situations are given priority for completion. Long term projects are completed through the deferred maintenance planning process to ensure that facilities are upgraded as needed.

#### School Facility Good Repair Status (School Year 2010-2011)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	100%				No action Needed
<b>Interior:</b> Interior Surfaces	100%				No action needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	100%				No action needed
<b>Electrical:</b> Electrical	100%				No action needed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	100%				No action needed
<b>Safety:</b> Fire Safety, Hazardous Materials	100%				No action needed
<b>Structural:</b> Structural Damage, Roofs	100%				No action needed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	100%				No action needed
<b>Overall Rating</b>	<i>Exemplary</i>				n/a

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
<b>With Full Credential</b>	12	13	45	NA
<b>Without Full Credential</b>	3	2	2	NA
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	NA

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-2010)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	96.2	3.8
<b>High-Poverty Schools in District</b>	95.7	4.3
<b>Low-Poverty Schools in District</b>		

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-2010)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	NA	NA
Counselor (Social/Behavioral or Career Development)	NA	NA
Library Media Teacher (Librarian)	NA	NA
Library Media Services Staff (Paraprofessional)	NA	NA
Psychologist	2.4	NA
Social Worker	NA	NA
Nurse	1.0	NA
Speech/Language/Hearing Specialist	19.9	NA
Resource Specialist (Non-Teaching)	NA	NA
Other (APE)	2	NA

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-2011)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Programs for students with mild/moderate disabilities use textbooks adopted by their site districts. In addition, because the students have disabilities that impact their ability to fully access the core curriculum, supplemental materials are used to support their learning. Programs for students with moderate/severe disabilities use materials that have been aligned to the California Alternate Performance Assessment subset of standards through the use of materials and resource lists in the SEACO Special Education Alternate Curriculum Guide. These materials continue to be updated based on IEP goals and support the functional curriculum areas targeted. The high school and college aged moderate/severe programs include a health component/family life unit as part of the required health standards. Supplemental materials are also used to support student learning as appropriate.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Textbooks provided	0	September 2009
Mathematics	Textbooks provided	0	September 2009
Science	Textbooks provided	0	September 2009
History-Social Science	Textbooks provided	0	September 2009
Foreign Language	NA	NA	
Health	NA	NA	
Visual and Performing Arts	NA	NA	
Science Laboratory Equipment (grades 9-12)	NA	NA	

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-2009)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8,233	\$8,087	\$146	\$54,000
District	NA	NA	NA	NA
Percent Difference - School Site and District	NA	NA	NA	NA
State	NA	NA	NA	NA
Percent Difference - School Site and State	NA	NA	NA	NA

### Types of Services Funded (Fiscal Year 2009-2010)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

**Nurse** - One full time nurse serves the special education regional programs and the direct service district, Camptonville. A part time nurse, through the Medi-Cal Collaborative, also assists with some services to direct service district students. In addition, a full time health clerk works with the health coordinator to support program needs and required reporting.

**Psychologist** - Two full-time and one part-time psychologist provide services to YCOE operated regional special education programs, alternative education programs, charter programs (academies and independent study programs), and Camptonville School District.

**SELPA (Special Education Local Plan Area)** - District and program representatives participate in five levels of SELPA governance; Superintendents' Council, Operations Council, Finance Advisory Committee, Trustee Council and Community Advisory Committee. The SELPA is the administrative unit for special education policies and procedures, information collection and reporting, dispute resolution and compliance reviews. SELPA personnel include a full time administrator, 2 part time programs specialists and a secretary.

**Program Specialists** - Program Specialists are available to serve severe and non-severe special education in programs countywide. They assist with staff development arrangements and in-service to parents, community and staff. They monitor the referral process for students entering YCOE special education classes, assist with district-level meetings when needed including assessment, case management and placement follow-up, and serve as a resource to staff and parents regarding services, materials, curriculum and program information. Program Specialist staff also provide a disability awareness program, "Kids Come in Special Flavors", a SELPA wide program for general education students (PreK-12) that fosters an understanding of disabilities through accurate, age appropriate information and hands on activities.

**Adapted Physical Education Specialist** - 2 FTE Adapted Physical Education teachers serve eligible students in YCOE programs as well as eligible students in other district sites within Yuba County.

**Speech and Language Specialist** - Speech and Language Specialists serve eligible students aged 3-21 countywide. The amount of therapy contact time varies depending on the size of the site, severity of the needs of the identified students and the IEP team recommendations for services.

**Regional Occupational Program Services** - High school aged students at Virginia School, Wheatland High School and Marysville High School work with ROP staff 2 days per week. Students at Virginia School/Yuba College work with ROP staff 3 days per week. Vocational training counselors are available for a variety of support services to students in special education programs. Students aged 14-22 are eligible for pre-employment skills training, assessment services, job search and other support services.

**Orientation and Mobility Training** - This service is provided on a contract (non-public agency) basis to students who qualify for services due to their visual or physical impairments.

**Administrative/Secretarial** - Virginia School on campus and integrated campus programs share one principal and one secretary. Spring Valley School, Agnes Weber Meade, Cobblestone, Rio del Oro programs, along with the VI and APE programs share a principal and secretary housed at Spring Valley School. Part-time administrative support and part-time clerical support is provided for the 4 preschool programs out of the YCOE.

**Medical Therapy Unit** - The county maintains an equipment budget for the Medical Therapy Unit that serves Yuba and Sutter Counties and is located on the Virginia school Campus. The Yuba County Health Department provides the physical therapy staff and services for the MTU.

**Occupational Therapy Services** - OT services in Yuba County are provided to eligible students in regional special education programs for students with moderate/severe disabilities through a contracted agency (NPA), that works collaboratively with staff to develop procedures for referral, assessment, consult and direct service options for students. Students are recommended for OT services through the IEP team process.

**Specialized Academic Instruction** - YCOE provides staff to serve Camptonville School District, alternative education and charter programs on a part time basis.

## Teacher and Administrative Salaries (Fiscal Year 2008-2009)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$41,740	Not available
<b>Mid-Range Teacher Salary</b>	\$48,696	Not available
<b>Highest Teacher Salary</b>	\$71,596	Not available
<b>Average Principal Salary (Elementary)</b>	\$82,899	Not available
<b>Average Principal Salary (Middle)</b>	-0-	Not available
<b>Average Principal Salary (High)</b>	\$81,626	Not available
<b>Superintendent Salary</b>	\$144,309	Not available
<b>Percent of Budget for Teacher Salaries</b>	28%	Not available
<b>Percent of Budget for Administrative Salaries</b>	6.5%	Not available

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and

mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). Students in regional special education programs operated by the YCOE take the California Alternate Performance Assessment (CAPA).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	49	68	68	17	20	20	46	50	52
Mathematics	38	55	55	14	16	16	43	46	48
Science				9	14	14	46	50	54
History-Social Science				5	8	8	36	41	44

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Students at the School	68	55		
Male	69	55		
Female	64	55		
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	44	39		
Native Hawaiian or Pacific Islander				
White	78	60		
Two or More Races				

<b>Socioeconomically Disadvantaged</b>	67	56		
<b>English Learners</b>				
<b>Students with Disabilities</b>	68	55		
<b>Students Receiving Migrant Education Services</b>				

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable) NOT APPLICABLE

Students in the YCOE Regional Special Education Programs have an instructional program based on a functional curriculum and do not complete the requirements for a high school diploma and do not take the CAHSEE.

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts									
Mathematics									

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable) Not Applicable

Students in the YCOE Regional Special Education Programs have an instructional program based on a functional curriculum and do not complete the requirements for a high school diploma and do not take the CAHSEE.

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						

Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

### California Physical Fitness Test Results (School Year 2009-2010)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

This data is not available.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools. **C means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.**

API Rank	2007	2008	2009
Statewide	C	C	C
Similar Schools	C	C	C

## Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	46	174	-119
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	NA	NA	
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison.

This data is not available.

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

## Adequate Yearly Progress Overall and by Criteria (School Year 2009-2010)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
<b>Overall</b>	Yes	No
<b>Participation Rate - English-Language Arts</b>	Yes	No
<b>Participation Rate - Mathematics</b>	Yes	No
<b>Percent Proficient - English-Language Arts</b>	Yes	No
<b>Percent Proficient - Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	NA	No

## Federal Intervention Program (School Year 2010-2011)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	NA	
<b>First Year of Program Improvement</b>	NA	
<b>Year in Program Improvement</b>	NA	
<b>Number of Schools Currently in Program Improvement</b>	NA	
<b>Percent of Schools Currently in Program Improvement</b>	NA	

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

The programs operated by the YCOE for special education students do not include students on an academic/diploma track, so this information does not apply.

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

The programs operated by the Yuba County Office of Education for Special Education Students do not include students on an academic/diploma track, so this information does not apply.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Dropout Rate (1-year)</b>									
<b>Graduation Rate</b>									

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-2010 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

The students participating in the YCOE Special Education programs are not on an academic/diploma track and these requirements do not apply.

Group	Graduating Class of 2010		
	School	District	State
<b>All Students</b>			
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>			
<b>Native Hawaiian/Pacific Islander</b>			
<b>White</b>			
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>			
<b>English Learners</b>			
<b>Students with Disabilities</b>			

### Career Technical Education Programs (School Year 2009-2010)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

This does not apply to the YCOE Regional Special Education Programs for students with moderate/severe disabilities.

### Career Technical Education Participation (School Year 2009-2010)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	

## Courses for University of California and/or California State University Admission (School Year 2008-2009)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

This section does not apply. Students in special education programs operated by the YCOE are on a functional curriculum and do not receive a diploma.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

## Advanced Placement Courses (School Year 2009-2010)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		NA
English		NA
Fine and Performing Arts		NA
Foreign Language		NA
Mathematics		NA
Science		NA
Social Science		NA
All Courses		

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

One mandatory staff development day is provided each school year and two optional staff development says are offered each year to instructional staff. Professional development topics for 2009-2010 included the following: Implementing the Moderate/Severe Functional Curriculum in the Classroom, Best Practices for Teaching Alternative Education Students, Teaching Students with Moderate/Severe Intellectual Disabilities, RTI Strategies for Speech and Language Impaired Students, The Art and Science of Collaboration in Special Education, Straight Talk about Attention Deficit/Hyperactivity Disorder. Non-Violent Physical Crisis Intervention (CPI) training was also available to staff. Staff meetings dedicate a portion of each meeting for individuals to share resources and information relevant to their program as a means of ongoing professional growth.